

Instrument Panel Legend FFY 2006 (SY 06-07)

Prepared by the Indiana Department of Education Center for Exceptional Learners

Monitoring Priority and Explanation

Indicator 1: *Percent of youth with IEPs¹ graduating from high school with a regular diploma. ~~compared to percent of all youth in the State graduating with a regular diploma~~ **

Number represents percent of special education youth, based on State Board formula, graduating with a regular diploma in School Year 2006-2007.

Data source: Graduate Report (DOE-GR) and Special Education Report (DOE-SE)

Measurable and Rigorous Target (as submitted in the State Performance Plan for FFY 2006 (SY 06-07)): Special education graduation rate, with diploma, will be $\geq 74\%$.

Indicator 2: *Percent of youth with IEPs dropping out of high school. ~~compared to the percent of all youth in the State dropping out of high school~~ **

Number represents percent of special education youth dropping out of school in School Year 2006-2007

Data source: Special Education Report (DOE-SE) and the Dropout and Mobility Report (DOE-DM)

Measurable and Rigorous Target (as submitted in the State Performance Plan for FFY 2006 (SY 06-07)): The drop-out rate for students with disabilities is $\leq 26\%$.

Indicator 3: *Participation and performance of children with disabilities on statewide assessments.*

A. Percent of districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's AYP² objectives for progress for disability subgroup.

Did the local education agency make AYP in the disability subcategory for Fall 2006 assessment in Math?

Data source: DOE Center for Assessment

Did the local education agency make AYP in the disability subcategory for Fall 2006 assessment in Language Arts?

Data source: DOE Center for Assessment

¹ Individualized Education Program

² Annual Yearly Progress (AYP)

* Although the measurement remained the same, the rate for special education youth was not compared to all youth, per direction of Office of Special Education Programs (OSEP).

Measurable and Rigorous Target (as submitted in the State Performance Plan for FFY 2006 (SY 06-07)): Districts meeting AYP in special education sub-category $\geq 92.5\%$.

- B. Participation rate for children with IEPs in a regular assessment with no accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.*

Number represents percent of children with disabilities, grades 3-10, taking ISTEP+ and/or ISTAR, Fall 2006. Calculation based on the number of children with disabilities, grades 3-10, taking ISTEP and ISTAR divided by total number of children with disabilities, grades 3-10.

Data source: DOE Center for Assessment

Measurable and Rigorous Target (as submitted in the State Performance Plan for FFY 2006 (SY 06-07)): The rate of participation of students with disabilities in state-wide assessment is $\geq 95\%$.

- C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.*

Number represents percent of children with disabilities, grades 3–10 who passed ISTEP+ and/or ISTAR, Fall 2006. Calculation based on the number of children with disabilities in grades 3 – 10 passing ISTEP+ in addition to those passing ISTAR, divided by number of children with disabilities in grades 3 – 10.

Data source: DOE Center for Assessment

Measurable and Rigorous Target (as submitted in the State Performance Plan for FFY 2006 (SY 06-07)): The number of students with disabilities with reported proficiency on statewide and alternate assessment is $\geq 33\%$ for English/Language Arts and $\geq 39\%$ for mathematics.

Indicator 4: *Rates of suspension and expulsion:*

- A. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.*

A statement of “Yes” indicates a local education agency that had significant discrepancy of the percent of children with disabilities who were suspended or expelled for more than 10 days from July 1, 2006 to June 30, 2007.

Data source: CEEP², IEM/CODA⁴, Expulsions and Suspensions Report (DOE-ES), and Special Education Report (DOE-SE)

Measurable and Rigorous Target (as submitted in the State Performance Plan for FFY 2006 (SY 06-07)): The percent of districts meeting the criteria for statistical significance as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year will be equal to or less than 2.20%.

² Center for Evaluation and Education Policy (CEEP)

⁴ Integrated Electronic Management/Computerized Data Project (IEM/CODA)

Indicator 5: *Percent of children with IEPs aged 6 through 21:*

A. Removed from regular class less than 21% of the day

Percent of children with IEPs, age 6-21, who receive services in the general education classroom more than 79% of the instructional day.

Data source: Based on December 1, 2006 Child Count reported through IEM/CODA

Measurable and Rigorous Target (as submitted in the State Performance Plan for FFY 2006 (SY 06-07)): The percent of students with IEPs removed from regular class less than 21% for the day is \neq 60.37%.

B. Removed from regular class greater than 60% of the day

Percent of children with IEPs, age 6-21, who receive services in the general education classroom between 0% and 40% of the instructional day.

Data source: Based on December 1, 2006 Child Count reported through IEM/CODA

Measurable and Rigorous Target (as submitted in the State Performance Plan for FFY 2006 (SY 06-07)): The percent of students with disabilities removed from regular class greater than 60% of the instructional day is \neq 15.30%.

C. Served in public or private school separate schools, residential placements, or homebound or hospital placements

Percent of children with disabilities, age 6-21, who receive services in public/private separate schools, residential placements, hospitals, or homebound.

Data source: Based on December 1, 2006 Child Count reported through IEM/CODA

Measurable and Rigorous Target (as submitted in the State Performance Plan for FFY 2006 (SY 06-07)): The percent of students with disabilities served in either public/private separate schools or in residential placements is \neq 1.22%.

Indicator 8: *Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.*

Data represents the statewide average of parent responses from the FFY 2006 (SY 06-07) Parent Survey. (Please note: The Center for Exceptional Learners has not provided local education agency data at this time in order to maintain anonymity of those local education agencies surveyed.)

Data source: Parent Survey

Measurable and Rigorous Target (as submitted in the State Performance Plan for FFY 2006 (SY 06-07)): 88.2% of parents with a child receiving special education services report that schools facilitated parent involvement.

Indicator 9: *Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.*

Statement of “Yes” represents a local education agency that had disproportionate representation of racial and ethnic groups in special education and related services due to inappropriate identification.

Data source: IEM/CODA, CEEP, Special Education Report (DOE-SE), and Student Test Number Report (DOE-STN)

Measurable and Rigorous Target (as submitted in the State Performance Plan for FFY 2006 (SY 06-07)): Percent of districts that report disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification will be 0%.

Indicator 10: *Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.*

Statement of “Yes” represents a local education agency that had disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

Data source: IEM/CODA, CEEP, Special Education Report (DOE-SE), and Student Test Number Report (DOE-STN)

Measurable and Rigorous Target (as submitted in the State Performance Plan for FFY 2006 (SY 06-07)): Percent of districts that report disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification will be 0%.

Indicator 11: *Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline).*

Number represents percent of total initial evaluations completed within 60 day timeline.

Data source: IEM/CODA

Measurable and Rigorous Target (as submitted in the State Performance Plan for FFY 2006 (SY 06-07)): 100% of all referrals processed within the prescribed state timeline.

Indicator 12: *Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.*

Number represents percent of children referred by Part C, found eligible for Part B with an IEP developed and implemented prior to the third birthday.

Data source: IEM/CODA

Measurable and Rigorous Target (as submitted in the State Performance Plan for FFY 2006 (SY 06-07)): 100% of children referred by Part C prior to age 3, who are found eligible for Part B, have an IEP developed and implemented by their third birthdays.

Indicator 13: *Percent of youth aged 14 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.*

Number represents percentage of sampled students' who have a compliant Transition IEP.

Data source: LEA file review of a representative sample of Transition IEP for students 14 years of age or older

Measurable and Rigorous Target (as submitted in the State Performance Plan for FFY 2006 (SY 06-07)): 100% of IEPs for students with disabilities aged 14 and above include coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

Detailed Description of "N/A" and "**" within the Public Reporting Data**

A notation of "N/A" means the Indicator is not applicable to the local education agency.

Example: Several of Indiana's charter schools only serve children kindergarten through fifth grade; therefore, they do not serve 14 year old students. Thus, Indicator 13 would be noted as "N/A" for these charter schools.

A notation of "****" means a number or percentage could not be designated to the local education agency. Examples:

- Indicator 1 – a notation of "****" is given if the local education agency did not graduate any special education students during the 2006-2007 school year.
- Indicator 3A – a notation of "****" is given if a local education agency's students with disabilities population is too small within that given category to determine AYP status (i.e. did not meet minimum "n" size for calculation).
- Indicator 11 – a notation of "****" is given if a local education agency did not receive a request for initial education evaluations during the 2006-2007 school year.
- Indicator 12 – a notation of "****" is given if a local education agency did not have any children transitioning from Part C to Part B during the 2006-2007 school year.